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ABSTRACT

Project Adelante provided instruction in English as a second language (ESL), as well as bilingual instruction in social studies, mathematics, and science to 230 students of limited English proficiency at William H. Taft High Schol, Bronx, New York City. One of the program's major goals was to expedite the acquisition and use of English language skills necessary for entry into mainstream courses. Quantitative analysis of student achievement during the second year of Project Adelante indicates that: (1) on the average, students failed to meet program objectives in ESL and Spanish reading; (2) from 54 to 61 percent of the program students enrolled in mainstream mathematics courses passed teacher made exams; (3) 62 to 67 percent of the students passed the bilingual mathematics courses; (4) a higher percentage of program students passed mainstream science courses than bilingual science courses; (5) in social studies, similar passing rates were noted in the mainstream and the bilingual courses; and (6) the overall attendance rate of program students exceeded that of the school as a whole by 26 percent. Program evaluation also resulted in a number of recommendations regarding administrative reorganization to increase communication among teachers, evaluation of course offerings, increased parent participation, and review and evaluation of instructional materials. (GC)

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ED230642

O.E.E. Evaluation Report

February, 1983

WILLIAM H. TAFT HIGH SCHOOL

PROJECT ADELANTE

1981-1982

Principal: Ms. Lorraine Monroe

Director: Mr. Dana S. Rishkin

UD 022 793

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A SUMMARY OF THE EVALUATION
FOR PROJECT ADELANTE
WILLIAM H. TAFT HIGH SCHOOL
1981 - 1982

This program, in its second year of a three-year funding cycle, provided instruction in E.S.L. and Spanish language skills, as well as bilingual instruction in social studies, mathematics, and science to approximately 230 students of limited English proficiency in grades nine through twelve. The target population represented 15 national backgrounds. Forty-two percent of the students were born in Puerto Rico; 35 percent were born in the Dominican Republic. The remaining foreign-born students were from Central and South America. Only three program students were United-States born. The students varied in overall educational preparedness, proficiency in English, socioeconomic status, and length of residency in the United States.

One of the major goals of the program was to expedite the acquisition and use of English-language skills necessary for entry into mainstream courses. As students improved their language skills, mainstream classes were gradually added to their schedules. Mainstreaming decisions were based upon teacher recommendations, student performance, graduation requirements, and student requests.

Title VII funds supported administrative and support services staff, including two educational assistants. All instructional services and paraprofessional assistance were provided by tax-levy and Title I personnel. Supportive services to program students consisted of personal and academic counseling and home visits. Development activities for staff members included monthly departmental meetings, attendance at workshops and conferences on bilingual education and career development, and enrollment in university courses. Parents of program students were invited to a series of meetings and activities during the school year. However, attendance was generally low due to family responsibilities and neighborhood safety problems.

Students were assessed in English language development (Criterion Referenced English Syntax Test); growth in their mastery of Spanish (Interamerican Series Prueba de Lectura); social studies, mathematics, and science (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students met the criterion level of one objective mastered for each month of E.S.L. instruction during the fall semester only. On the average, students failed to meet the proposed criterion level. The results indicate that students in grade nine achieved the lowest scores while those in grade ten the highest.

--In Spanish reading, students' performance declined from pre- to post-test and failed to meet the program objective of a statistically significant gain. Twenty-four percent of the students who took teacher-made examinations in Spanish achieved a passing rate during both semesters.

--Sixty-one percent of the 31 program students enrolled in mainstream mathematics courses in the fall term passed teacher-made examinations. In the spring, the overall passing rate was 54 percent.

--In bilingual mathematics classes the overall passing rates were 67 percent in the fall and 62 percent in the spring. Many more students were enrolled in bilingual classes than in mainstream courses.

--In the fall, 95 percent of the twenty program students enrolled in mainstream science courses passed teacher-made examinations. In the spring, 68 percent passed examinations in these courses.

--In science courses conducted in Spanish, the overall passing rate was 74 percent in the fall and 55 percent in the spring.

--In mainstream social studies courses, program students achieved passing rates of 76 percent in the fall and 60 percent in the spring. Many more students were enrolled in bilingual classes.

--In bilingual social studies classes, the overall passing rate was 77 percent in the fall and 71 percent in the spring.

--The overall attendance rate of program students exceeded that of the school as a whole by 26 percentage points.

The following recommendations were aimed at improving the overall effectiveness of the program:

--To increase communication and planning among teachers serving bilingual students, the content-area teachers could be placed in one department, rather than under the direction of the assistant principals for their subject, to allow them to meet together as a group. As an alternative, the school administration might facilitate staff meetings to allow program teachers to meet together on occasion.

--An evaluation of course offerings in science, mathematics, and E.S.L. should be conducted to see whether they should be expanded to meet student needs.

--Parents need to be encouraged to participate in the publication of the Impacto bilingüe bulletin and as resource persons in future Career Day Conferences.

--Instructional materials should be reviewed in terms of their effectiveness in bolstering students' self-esteem, especially those materials used in Spanish-language classes. Also, ways should be sought to alleviate the hesitation felt by some program students, to encourage them to participate in the English-language context of the Pan American Club.

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PROJECT ADELANTE

William H. Taft High School

Location:	240 East 172nd Street Bronx, New York 10468
Year of Operation:	1981-1982, Second year of funding
Target Language:	Spanish
Number of Students:	230
Principal:	Ms. Lorraine Monroe
Project Director:	Mr. Dana S. Fishkin

I. CONTEXT

COMMUNITY SETTING

William H. Taft High School, which houses Project Adelante, is in the Morrisania community in the central Bronx. Most Taft students walk to school from nearby homes. Housing quality has fallen sharply in the past decade; in the immediate area whole blocks of buildings are burned out. With housing becoming scarcer, Morrisania's population is declining. But a recent northward migration from the South Bronx has increased the proportion of Hispanics, and the area's ethnic composition is now roughly half Hispanic and half black. There is also a small growing Asian community of Koreans and Indians. The area, primarily residential, supports many small businesses that employ Spanish speakers, making it possible for Hispanics to use their own language in most of their contacts outside their homes.

SCHOOL SETTING

The school building is large with high ceilings that make classroom acoustics poor. Paint is chipped in most rooms. Class sizes are small, and the whole school appears to be underused. Fifty-three percent of the students are female, somewhat less than last year's 57 percent. The proportion of Hispanics has increased to about 42 percent; there are more than 1,100 Hispanics at Taft. As a result, Spanish is heard frequently in the halls as it is in the surrounding community.

II. STUDENT CHARACTERISTICS

Eligibility for enrollment in Project Adelante is in accordance with Board of Education-Consent Decree criteria. These criteria are that a student should score below the twenty-first percentile on the English part of the New York City Language Assessment Battery (LAB) and that the student's score on the Spanish part should be higher than the English score.

Fifty-six percent of the students in the project in the second year were female, compared to 62 percent in the first year. This proportion is somewhat higher than the proportion of females in the school as a whole (53 percent).

Table 1 shows the number and percentage of students by country of origin. The highest percentage of students are from Puerto Rico and the Dominican Republic.

Table 2 shows the sex and grade of students in the project.

TABLE 1

Number and Percent of Program Students by Country of Birth

Language: Spanish[a]

Country of Birth	Number	Percent
Puerto Rico	92	42.2
Dominican Republic	77	35.3
Cuba	1	0.4
Mexico	1	0.4
Honduras	3	1.3
Guatemala	5	2.9
Costa Rica	1	0.4
El Salvador	3	1.3
Nicaragua	9	4.1
Colombia	3	1.3
Ecuador	15	6.8
Venezuela	2	0.9
Central and South America (country unspecified)	3	1.3
U.S.	3	1.3
TOTAL	218	100

[a]Four speakers of languages other than Spanish were reported to have received partial program offerings.

.Forty-two percent of the students were born in Puerto Rico; 35 percent were born in the Dominican Republic. The rest of the students are Hispanic from Central and South American countries, whose home language is Spanish.

.Only three students were born in the United States.

TABLE 2

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	33	45	40	55	73	32
10	25	40	38	60	63	28
11	21	45	26	55	47	21
12	20	48	22	52	42	19
TOTAL	99	44	126	56	225	100

.Female students outnumber male students in the program as a whole and at each grade level.

.The number of students enrolled decreases as grade increases: most (73) students are in grade 9; only 42 students are in grade 12.

TABLE 3

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	1	0	0	3
14	13	5	1	0	19
15	24	17	3	0	44
16	24	20	13	0	57
17	6	16	17	12	57
18	2	3	5	16	26
19	0	1	7	8	16
20	0	0	1	0	1
Total	71	63	47	42	223
OVERAGE STUDENTS					
Number	32	20	13	8	76
Percent	45	32	28	19	34

Note. Shaded boxes indicated expected age range.

- Thirty-four percent of the students are overage for their grade. The percentage of overage students is highest in grade 9 and decreases progressively as the grade increases.

- Most program students are 16 and 17 years of age.

III. PROGRAM DESCRIPTION

HISTORY

Project Adelante is in its second year. For several years before its start, Taft's English department offered courses in English as a second language (E.S.L.) through E.S.E.A. Title I funds. Two licensed teachers of Spanish who taught E.S.L. courses submitted the Project Adelante proposal which resulted in E.S.E.A. Title VII funding for three years, beginning in September, 1980. These teachers are now the director and assistant director of the project. The foreign language department administers it.

PHILOSOPHY

The project seeks to expedite the students' use of English and their entry into mainstream (English-only) courses. This philosophy of mainstreaming is agreed upon by all parties involved. The project provides instruction in English to Spanish speakers while allowing students to take content-area courses, parallel to mainstream courses, in their native language.

E.S.L. classes, though conducted in English, clarify vocabulary and grammar by comparing and contrasting with Spanish. Content-area courses, though taught in Spanish, include vocabularies in English. The project has no set policy for percentages of English use by course and grade. The individual teacher decides how much time to devote to each language.

ORGANIZATION AND PERSONNEL

The Title VII personnel (the director, assistant director, secretary, two paraprofessionals, and one family assistant) are supervised by the

assistant principal for foreign languages. This assistant principal also supervises the E.S.L. and foreign-language teachers. Content-area teachers are supervised by the assistant principal for the subject they teach. Figure 1 shows the organization of the project within the high school.

The director advises the assistant principals on the instructional component of the project. He reports directly to the principal on an informal basis but does not take part in "cabinet" meetings unless matters concerning the program are on the agenda. He also supervises fiscal, training, community, and supportive aspects of the project and is the immediate supervisor of the Title VII paraprofessionals (two educational assistants and one family assistant).

The assistant director works closely with the director on all aspects of the project and is specifically responsible for finding, adapting, and developing curricula.

The two educational assistants help teachers and students. The secretary is responsible for office management, bookkeeping, and typing. All three are native speakers of Spanish.

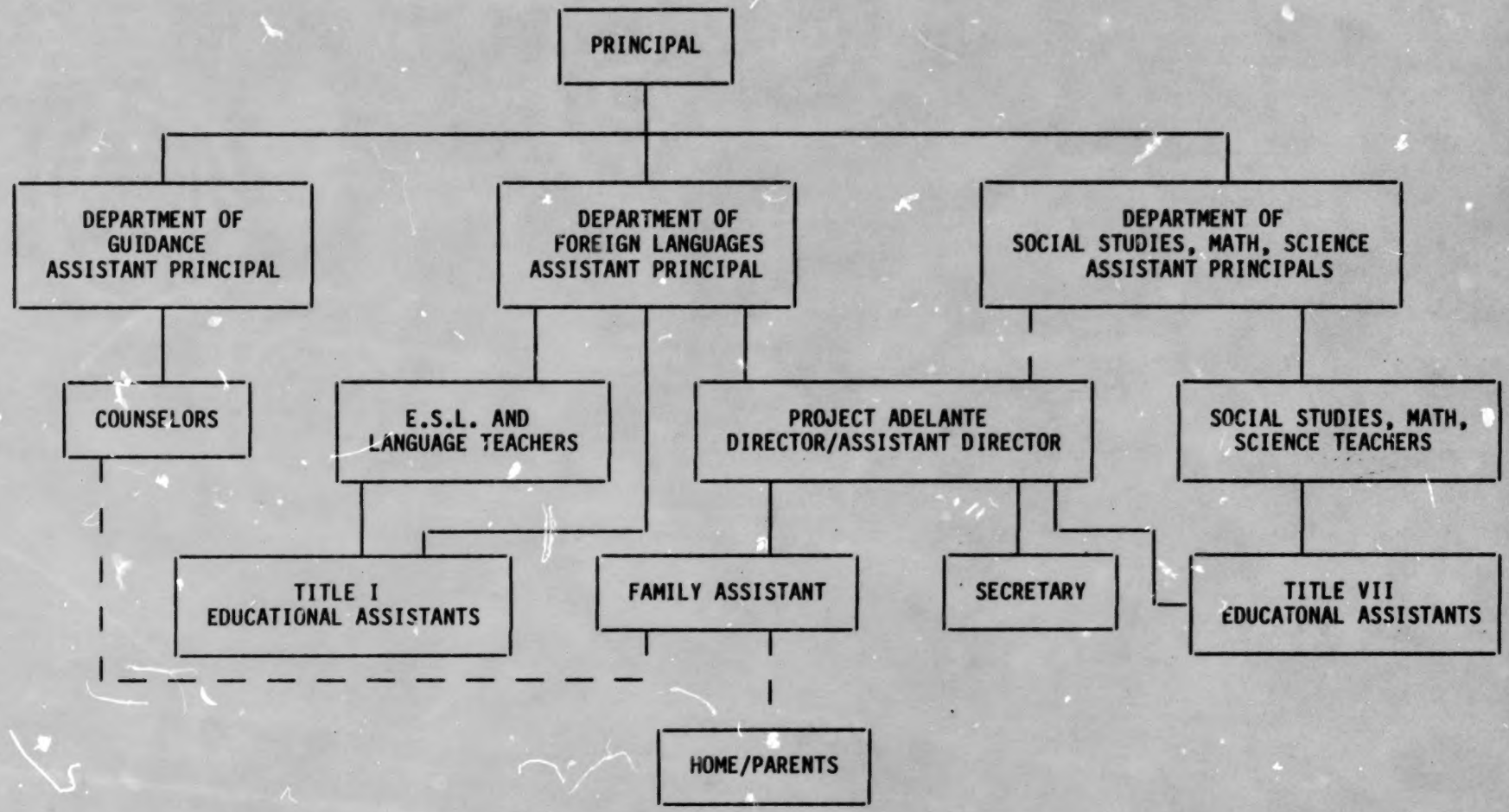
The family assistant works with the school's bilingual guidance counselors and keeps in touch with the students' families through phone calls and daily home visits.

A seventh Title VII position, resource teacher, was eliminated in the second year of the program. The duties of this position -- coordinating student tests, organizing meetings with parents, and helping with curriculum development -- were assumed by the assistant director.

Characteristics of professional and paraprofessional personnel, along with those of classroom teachers, are included as Appendix A.

FIGURE 1

Project ADELANTE Organization Within Taft High School



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_____ Supervisory Relationship

---------- Collaborative Relationship

FUNDING

The program receives funds not only from E.S.E.A. Title VII but also from tax levy (New York City Board of Education funds) and E.S.E.A. Title I. The tax levy provides funds for all but two classroom teaching positions, which are funded through Title I. Title VII and Title I both support two educational assistants. Title VII also provides funds for all administrative and support-services personnel except the two guidance counselors, who are tax-levy funded. The allocation of funds according to functions is in compliance with the requirements of all funding agencies. Tables 4 and 5 detail the personnel and functions by source of funding.

Table 4

Funding of the Instructional Component

Subject	Funding Source	Number of Teachers	Number of Classes	Number of Paraprofessionals
E.S.L.	Title I	2	5 each	2
	Tax Levy	1	1	0
Reading	Tax Levy	3	5,5,1	0
Native Language	Tax Levy	2	5 each	0
Mathematics	Tax Levy	1	5	2 Title VII paraprofessionals shared among these subjects
Social Studies	Tax Levy	2	2,3	
Science	Tax Levy	1	1	

TABLE 5

Funding of the Non-Instructional Component

Area	Funding Source	Personnel: Number and Title(s)
Administration and Supervision	Title VII	1 Director, 1 Assistant Director
Curriculum Development	Title VII	1 Assistant Director
Staff Development	Title VII	1 Director
Parental & Community Involvement	Title VII	1 Family Assistant
Guidance	Tax Levy	2 Guidance Counselors
Supportive Services	Title VII	1 Secretary

GOALS AND OBJECTIVES

The long range goals and objectives of Project Adelante are:

1. to establish a comprehensive bilingual program as an integral part of Taft High School;

2. to improve students' English-language skills so they may participate in mainstream classes;

3. to develop and adapt curricula;

4. to develop a bilingual staff;

5. to help students feel better about themselves;

6. to lower the Hispanic drop-out rate;

7. to increase the percentage of students going on to college by, for example, establishing a liaison with Hostos Community College;

8. to achieve higher parental participation.

The project's second-year performance objectives were:

1. to improve student achievement in English proficiency as indicated by the mastery of at least one objective per month on the Criterion Referenced English Syntax Test;

2. to increase reading achievement in Spanish as indicated by statistically significant gains on the Cooperative Interamerican Series Prueba de Lectura;

3. to increase content-area achievement to a level comparable to the school's non-program students as measured by New York City or New York State examinations translated into Spanish;

4. to improve the attendance rate of program students as indicated by statistically significant differences between proportions of school (non-program) and program attendance.

IV. THE INSTRUCTIONAL COMPONENT

PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Hispanic students are tested with the Language Assessment Battery (LAB). Those who test below the twenty-first percentile in English, and who score higher in Spanish than English are considered eligible for bilingual instruction. Students are informed of their eligibility by the project's staff and counselors in interviews. They are given letters informing parents of their eligibility, which must be signed by parents and returned. If the letter is not returned by a stated deadline, it is assumed that the parent does not want the student placed in the program.

The project has chosen to serve recent immigrants who are determined to be most in need of services, and whose parents have stated in writing that they would like their children to be in the program. Other students, including the United States-born, are placed in mainstream classes and are given remedial English. Their programs are developed individually in meetings with their counselors.

Initial programming is done through interviews, tests, and records. The director and assistant director decide on E.S.L. placement based on interviews. The foreign-language chairperson decides on Spanish-language placement based on a test. Guidance counselors determine content-area placement based on student records and interviews.

Subsequent programming and mainstreaming decisions are made by the guidance counselors based on teacher recommendations, grades, student choice, and graduation requirements. As students improve their English-language skills, they are gradually mainstreamed by increasing the number of mainstream courses they take each semester. Students who need such advanced courses as geometry

and biology may begin mainstreaming abruptly, however, because these courses are not offered by the bilingual program. Students who have been completely mainstreamed may still retain contact with the program through extracurricular activities. They may also receive the services of the family assistant and guidance counselor.

INSTRUCTIONAL OFFERINGS

Overview

The program offers the widest variety of courses in social studies and languages, while there are only two science and three mathematics courses available. There is an effort, particularly in social studies, to vary bilingual program offerings to conform to the programming needs of the students. The science and reading teachers are not licensed in these areas, apparently because of a shortage of licensed bilingual teachers. In general, student programs do not vary greatly; English and native-language as well as graduation requirements do not allow for many electives.

The evaluators visited classes in all areas of instruction. In general, classrooms were large and class sizes small. Seats in most classrooms were bolted down in rows, making small-group instruction difficult. Poor acoustics prevented the evaluator sitting toward the rear of the room from hearing students who sat near the front.

English As A Second Language

Offerings in English as a second language, which are not graded, include two types of courses, E.S.L.N. and R.W.B.L. E.S.L.N., with funds from Title I, is intended to emphasize grammar and linguistic structures, while R.W.B.L. (funded by tax-levy) is oriented towards reading. In actual practice, reading

and structure are taught in both courses. Each course in subdivided into five levels, D (first level) through A (fourth level), and T (transitional). At each level, students take both E.S.L.N. and R.W.B.L., but with different teachers.

In addition, the project has developed a new course called Orientation to Life in America (O.L.A.), which stresses practical skills: filling out immigration forms; calling the police or fire departments; shopping. Only students who are repeating the first level of E.S.L. take this course.

Course offerings in E.S.L. are detailed in Table 6. All classes are taught for five periods a week.

TABLE 6

Fall Instruction in E.S.L.

Course Title	Level	Number of Classes	Total Number Of Students	Curriculum Or Materials In Use
E.S.L.N.D.	1	3	61	Access to English Bk 1
E.S.L.N.C.	2	3	64	Lifelines
E.S.L.N.B.	3	1	27	Access to English Bk 2
E.S.L.N.A.	4	1	15	Sights and Sounds Bk 2
E.S.L.N.T.	5	1	26	Sights and Sounds Bk 2 Graded Exercises
R.W.B.L.D.	1	2	69	English Step by Step
R.W.B.L.C.	2	2	46	Project ADELANTE curriculum
R.W.B.L.B.	3	1	33	All in a Day's Work
R.W.B.L.A/T	4/5	1	28	Easy Reading Selections in English; Turning Points

TABLE 6 (continued)

Spring Instruction in E.S.L.

Course Title	Level	Number of Classes	Total Number Of Students	Curriculum Or Materials In Use
O.L.A.		1	35	Teacher-made
E.S.L.N.D.	1	2	41	Access to English Bk 1
E.S.L.N.C.	2	2	38	Lifelines
E.S.L.N.B.	3	2	41	Access to English Bk 2
E.S.L.N.A	4	2	30	Sights and Sounds Bk 2
E.S.L.N.T.	5	1	23	Sights and Sounds Bk 3 Graded Exercises
R.W.B.L.D.	1	2	41	English Step by Step
R.W.B.L.C.	2	1	29	Project ADELANTE curriculum
R.W.B.L.B.	3	2	50	All in a Day's Work
R.W.B.L.A.	4	1	30	Easy Reading Selections in English
R.W.B.L.T.	5	1	23	Turning Points

The evaluator observed five classes. In line with the department's policy, the proportion of English to native-language use varied from 60 percent to 100 percent, depending on student needs and teacher style. One teacher used the native language for explanations before moving on to drills and questions in English. Several teachers allowed some answers to be given in Spanish, while one teacher insisted that not a word of Spanish was to be uttered during the period. In all classes, whole-group instruction was the mode of teaching.

In an E.S.L. class on the B level, the teacher elicited as much information as possible from the students and encouraged the use of connected discourse in English.

In a third-level English reading class, the teacher had the students pronounce the vocabulary both chorally and individually and used a variety of techniques, short of translation, to clarify word meanings. Students had little opportunity, however, to read or create whole sentences in English. Students seemed highly motivated by the teacher's strong personality and responded with great animation.

One E.S.L. teacher expressed concern over the lack of native-language reading and writing skills on the part of some students and felt that a remedial class should be available to them. But another teacher felt that the problem was not severe because the few students who were functionally illiterate were making progress and should not be separated from other students.

Native Language

The project divides native-language (Spanish) instruction into three levels of two terms each, as is customary in the foreign-language programs in New York City. Bilingual program students at Taft take one term of instruction on the first level and then proceed through levels two and three to advanced placement, in which students may sign up to receive college credit from Lehman College. Only after six complete terms of Spanish do students take the Regents Spanish Comprehensive.

Table 7 lists course offerings in Spanish-language instruction. All classes meet for five periods a week.

TABLE 7

Fall Native-Language Instruction

Course Title and Level	Number of Classes	Total Number of Students	Curriculum or Materials in Use
SX 2	1	35	Nuestros Amigos
SX 3	1	36	Español a Sentirlo
SX 4	2	54	Segundo Libro
SX 5	1	21	La Fuente Hispana
SX 6	1	35	Imaginación y Fantasía
SA P (Advanced Placement)	1	21	Various Literary Works

TABLE 7 (continued)

Spring Native-Language Instruction

Course Title and Level	Number of Classes	Total Number of Students	Curriculum or Materials in Use
SX 2	1	20	Nuestros Amigos
SX 3	1	36	Español a Sentirlo
SX 4	1	33	Segundo Libro
SX 5	1	33	La Fuente Hispana
SX 6	1	37	Imaginación y Fantasía
SA P (Advanced Placement)	1	15	Various Literary Works

The evaluation team observed two native-language classes; both used whole-group instruction.

The advanced placement class, both in content and in the teacher's approach and method, compared favorably to a college survey course in Spanish literature. Students were encouraged to locate and read aloud passages of poetry, and they seemed to enjoy this opportunity. Those who failed to grasp a point felt free to speak up, and others volunteered their help. Most students were highly verbal in Spanish.

In a second-term Spanish class, Spanish was used throughout the class. Volunteers who read aloud from the textbook appeared to have reading skills below their verbal proficiency in Spanish. The teacher stuck closely to the text, even though some students appeared to want a wider discussion. The

text selection compared the role of a woman in indigenous cultures to that of a mule. None of the males in the class participated in the discussion, and none was called on.

Content-Area Courses

Bilingual courses in content areas are parallel to courses in the mainstream curriculum and are considered major courses required for graduation. Students in the last semester of the social studies sequence take the same city-wide test (in translation) that mainstream students take. The chairperson of the social studies department reported that bilingual students' passing percentage in 1980-81 exceeded that of mainstream students, a result that he attributed to the high quality of instruction and high level of rapport set by the two bilingual social studies teachers.

Table 8 lists the content-area courses. Each class is taught five periods a week.

TABLE 8

Fall Instruction In Content Areas

Course Title	Description	Level	Number of Classes	Total Number of Students
W.H.B.L. 1	World History	1	2	65
G.H.B.L. 1	Global History	1	2	66
A.H.B.L. 2	American History	2	1	36
E.C.O.B.L. 1	Economics	1	1	37
C.M.B.L.M.	Preliminary Math	-	1	32
P.A.B.L. 1	Pre-Algebra	1	2	53
P.A.B.L. 2	Pre-Algebra	2	1	30

TABLE 8 (continued)

Spring Instruction In Content Areas

Course Title	Description	Level	Number of Classes	Total Number of Students
9 M.B.L.A.	Algebra	1	1	28
G.S.B.L. 1	General Science	1	1	28
W.H.B.L. 2	World History	2	2	48
G.H.B.L. 2	Global History	2	3	71
A.H.B.L. 1	American History	2	1	38
E.C.O. 1	Economics	1	1	37
F.M. B.L. 1	Fundamental Math	1	2	42
P.A.B.L. 2	Pre-Algebra	2	2	49
9 M.B.L.A.	Algebra	1	1	19
G.S.B.L. 2	General Science	2	2	37

The evaluation team observed four content-area classes. In the general science course, the teacher used Spanish 100 percent of the time and made sure that students corrected errors in spelling and accent when they wrote on the board. Several students volunteered to write on the board, and most seemed to enjoy the class.

In two mathematics classes, Spanish was used approximately 95 percent and 75 percent of the time, respectively. Books and other materials were in English. The teacher, who taught both classes, said she was gradually introducing more English terms as students moved to higher-level courses. Students volunteered frequently to go to the blackboard, and rapport between teacher and students was good.

A global history 2 class was viewing slides and discussing ancient Roman civic life. The class was conducted exclusively in Spanish. Whole-group instruction was used for the most part. Students seemed shy and sometimes hesitated to answer questions readily.

MAINSTREAM CLASSES

Students enroll in mainstream classes according to ability, choice, and graduation requirements. Health (physical education) is required of all students each semester and consequently has the highest enrollment. Table 9 lists the mainstream classes in which project students were enrolled, the number of students enrolled in each course, and the criteria for selection. All classes meet five hours a week.

TABLE 9

Mainstream Classes In Which Program Students Are Enrolled

Component/Subject	Number Of Students	Criteria For Selection
Health Education	193	Required
Hygiene	35	Required
English	6	Required
American History	6	Required
Math	55	Required
Shop	14	Elective
Art	42	Required
Music	35	Required
English Reading	27	Required
Chorus	3	Elective
Science	20	Required
French	2	Elective
Typing	14	Elective
Nursing	1	Elective
Economics	10	Required
Secretarial Studies	5	Elective
Bookkeeping	2	Elective

The number of mainstream courses taken by program students in required subjects rose from 383 in 1980-81 (see the 1980-1981 evaluation report) to 429 in 1981-82, an increase of 46.

Forty-one program students were enrolled in electives each year. In the first year of the program, 13 students took academic electives (mathematics, biology, French) and 28 took vocational electives (typing, chorus, shop). This year, only two students took academic electives (French), while 39 took vocational electives (shop, typing, secretarial studies, bookkeeping, nursing, chorus). Because schedules permit few electives, it is reasonable to assume that enrollment figures represent different students, with few cases of overlapping.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS

The curriculum followed by Project Adelante generally conforms to regulations established by the New York City Board of Education and guidelines set by the New York State Education Department. Curriculum materials for the new course Orientation to Life in America were developed by the project and added to the curriculum.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities included the publication of a monthly bulletin, participation in the Pan American Club, student trips, attendance at college programs, and sponsorship of a Career Day.

The project's two- to three-page mimeographed bulletin Impacto bilingüe was written mostly in Spanish but with a few articles in English. It included messages from the principal, the project directors, and others; notices intended to help orient students; news of bilingual program activities and school activities outside the program; and student writings.

The Pan American Club met once a week prior to classes. Most of the leaders and members were mainstream students or former bilingual students who had already joined the mainstream, rather than students currently served by Project Adelante. English was used in the meetings, and non-English-speaking students were reticent to participate. The project's assistant director was seeking ways to increase their participation but did not wish to interfere with the student direction of the club.

Trips included attendance by eighty students at a Latin American folk dance recital in Manhattan, a sightseeing bus tour of Manhattan conducted by bilingual guides, and a visit by some 30 students from the advanced bilingual social studies classes to the library at Hostos Community College, to which they had been given access when needed for reference purposes.

A few of the project's students attended a three-hour enrichment program at Columbia University on Saturdays, their carfare paid by the project.

On Career Day, the project invited representatives from the business world and the professions to speak and conduct workshops. Students attended the workshop of their choice.

PARENTAL INVOLVEMENT

Project directors held eight meetings during the 1981-82 school year to which parents were invited through notices in Spanish. Among these meetings were a get-together that included a raffle of donated items to benefit a Project Adelante scholarship, a Puerto Rican Discovery Day program at which students performed, a Christmas party, and a Pan American show and dance. In general, parent attendance was low. A February meeting attended by 14 parents was considered by the program staff to be a good showing. Even though many families live relatively near the school, fear of going out at night and the responsibilities of caring for other children may have kept attendance down.

SUPPORTIVE SERVICES

The two bilingual guidance counselors and the family assistant provide guidance services. Although the counselors function primarily as academic advisors, one of them has done psychological counseling and was able to solve

many problems without referring students to a school psychologist.

The family assistant spends mornings sending cards to parents of absentees and afternoons making home visits to inform parents of program activities and opportunities provided by community agencies.

Paraprofessionals in the project told the evaluator that they wanted more time to help students who need individual attention. According to the paraprofessionals, the weight of clerical duties had lessened the time available for this purpose.

STAFF DEVELOPMENT

The assistant principal for foreign languages voluntarily conducted an after-school class in Spanish for school personnel. Attendance ranged from seven to twelve.

Other staff development activities included monthly departmental meetings, workshops, conferences, and university courses. These activities are included in Tables 10, 11, and 12.

Faculty and Staff Concerns

Two staff concerns expressed to the evaluation team stem from the way the program is organized. Most of the teachers involved in the project expressed a wish to meet as a group with bilingual personnel rather than simply with their departments. Such a meeting would make it easier for them to exchange concerns common to all, they felt. And the assistant principal for social studies expressed concern over the fact that he was observing and rating bilingual teachers without full knowledge of Spanish.

TABLE 10

Staff Development Activities in School

Strategy	Description(s) Title(s)	Number and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Goal
Dept. Meetings	Title VII Staff Meeting	All Title VII Staff	N.A.	Monthly	Discuss plans, acti ideas and problems.
	Foreign Language	All Department Members	Dana S. Fishkin, Director Carol Sonnessa, Assistant Director	Monthly	Present Project Ade updates
Workshops	B.L. Social Studies	4 - 2 Teacher, Director, and Assistant Director	Carol Sonnessa, Assistant Director	11/10, 1/25, 2/11 (3)	Review and update c ulum needs
	B.L. Math	5 - Chairman, Director, Assistant Director, 2 O.R.E. staff members	Frank Mauriello, Chairman	2/11 (1)	Review newly-instit math curriculum
	B.L. Science	4 - Chair, 1 Teacher, Director, Assistant Director	Lester Moskowitz, Chairman	2/26 (1)	Review science curr and methodology
Other Demonstration Lesson, Lectures, etc.	Meetings with various book publishers	2 - Director and Assistant Director	Book company representatives	10/14, 12/9, 2/10 (3)	Keep abreast of ava publications in bil subject areas suita student needs.

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TABLE 11

Staff Development Activities Outside School

Strategy	Description(s) Title(s)	Sponsor/Location	Speaker or Presenter	Number & Titles of Staff Attending	Number of Sessions
Workshops	Title VII Workshop	Board of Education O.B.E.	O.B.E. staff	1- Assistant Director	1 (2/23)
	Evaluation Workshop	Board of Education Office of Evaluation	Evaluation staff	2- Director & Assistant Director	1 (2/26)
Conferences	Foreign Language Conference	N.E. Conference/N.Y. Hilton	Varied	2- Assistant Director Guidance Counselor	3 (4/1, 4/2, 4/3)
	Career Conference	Hunter College B.E.S.C.	Varied	2- Assistant Director Guidance Counselor	1 (12/4)
Other	Workshop to plan Career Day	Hunter College B.E.S.C.	Shirley Yu/Annalisa Mollica	2- Assistant Director Guidance Counselor	2 (3/12, 5/7)
	Visit to Hostos Community College library to learn how students can utilize it effectively	Hostos Community College	Professor Betancourt	1- Assistant Director	1 (10/13)
	Visits to E.S.L. central office to investigate materials and texts	E.S.L. central office	Richard Quintanilla	2- Director and Assistant Director	2 (11/12, 1/19)

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TABLE 12

University Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Goal	Frequency	Course(s)
Professional	Columbia	M.A. - E.S.L.	6 credits	Bilingual/E.S.L. methods
	Columbia	M.A.	6 credits	Leadership/International Education
	Hunter	M.A. - E.S.L.	6 credits	E.S.L. Education
	Pace	M.A. - Ed. Admin.	9 credits	Management, Internship
	Lehman	Enrichment	6 credits	Counseling Courses
Paraprofessional	Lehman	B.A.	6 credits	Multi-Cultural Education, Philosophy

AFFECTIVE DOMAIN

The program enjoys a good reputation in the school. The principal, administrators, faculty, and non-program students expressed positive attitudes toward it. This good reputation stems partly from the program director's emphasis on student achievement. Students who do well are encouraged to apply to Arista, the national honor society for scholarship and service; 25 bilingual students are now members. Achievement in the bilingual program seems to be accorded as much recognition as achievement in the mainstream, and this recognition helps remove the stigma to which bilingual education programs are sometimes subjected.

The guidance counselor said that bilingual students were usually well-behaved. This statement was verified by the evaluator's own observations. In the 1980-81 school year, there were only two suspensions of project students; in 1981-82, there were none.

Attendance of project students was reported to be better than that of mainstream students, although a few were chronic truants (see Findings section, below). The project rewarded certificates each month to students with exemplary attendance records; in one month's period, 80 of them received certificates for perfect attendance.

Other achievements of program students included the winning of two scholarships to visit the District of Columbia to see the U.S. government in action; the receipt of three United Federation of Teachers scholarships and one Regents scholarship for college study, and the admission of one student to Cooper Union in Manhattan.

Although one teacher felt that students seemed low on initiative and generally "down," the evaluators noted that in general, classroom rapport was

good; students and teachers seemed at ease. Teachers reported that they were happy to be part of the program because they liked the students' attitudes toward school, and students seemed happy to be there because of the teachers' attitudes toward them.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Forms BS and AS, intermediate and advanced levels, 1950 version)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Attendance -- School and program records

Statistical significance on pre/post standardized tests of Spanish-reading achievement is reported in Table 17. Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the differences between pre-test and post-test means scores is larger than would be expected by chance variation alone; i.e., is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in fall and spring semesters (Tables 13 and 15). Information is provided on students' performance by grade for students who were pre- and post-tested with the same test level (Tables 14 and 16).

Rates of success of students in mathematics, science, social studies, and native language arts courses taught in the bilingual program are reported by grade and language of instruction. These tables contain

the numbers of students reported as taking the subject-area courses, the number reported to have passed, and the percent passing, for fall and for spring courses separately. Data are reported for students who were participating in the program but were taking mainstream courses taught in English in the same content areas. The tables reporting these data are listed below by subject-content areas.

Subject Area	Table Number
Mathematics	18, 19
Science	20, 21
Social Studies	22, 23
Native Language Arts	24

A comparison of the attendance rate of program participants with that of the school as a whole is presented in Table 25. This table also contains the average rates of program students' attendance by grade.

TABLE 13

Results of the Criterion Referenced English Syntax Test (CREST):

Number of Objectives Mastered, and Objectives Mastered per Month

(E.S.L. Title I Spanish-speaking students, Fall)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months of Treatment	Objectives Mastered Per Month
9	36	6.4	8.3	1.9	3.0	0.6
10	42	8.3	12.8	4.5	3.1	1.4
11	19	9.5	12.6	3.1	3.9	0.8
12	20	9.9	12.9	3.0	3.2	0.9
TOTAL	117	8.2	11.4	3.2	3.2	1.0

[a]Post-test minus pre-test.

- On the average, students mastered 3.2 objectives or one objective per month of instruction in the fall. This was equal to the program's criterion for achievement in this area.
- Grade 10 students mastered at least one objective per month, while students in grades 11 and 12 mastered 0.8 and 0.9 objectives, respectively.
- The ninth graders did not meet the program's goal of one objective mastered per month of treatment (with an average gain of only 0.6 objectives reported).

TABLE 14

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Spanish-speaking students, Fall)

	LEVEL I					LEVEL II					LEVEL III				
		Average Number of Objectives Mastered			Gain		Average Number of Objectives Mastered			Gain		Average Number of Objectives Mastered			Gain
Grade	N	Pre	Post	Gain[a]	Month	N	Pre	Post	Gain[a]	Month	N	Pre	Post	Gain[a]	Month
9	33	6.7	8.4	1.8	0.6	2	5.0	9.5	4.6	1.3	1	1.0	1.0	0.0	0.0
10	27	8.9	14.1	5.2	1.7	6	9.7	14.5	4.8	1.6	9	5.7	7.9	2.2	0.7
11	7	11.0	14.7	3.7	1.0	6	8.3	12.3	4.0	1.6	6	9.0	10.3	1.3	0.4
12	3	15.7	19.0	3.3	1.1	4	10.0	15.0	5.0	1.6	13	8.5	10.8	2.3	0.7
TOTAL	70	8.4	11.7	3.4	1.1	18	8.8	13.3	4.5	1.6	29	7.5	9.5	2.0	0.6

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

.On the average, students at Levels I and II mastered at least one objective per month. Level III students mastered 0.6 objectives per month.

.Grade 9, Level I students showed low gains relative to other grades at the same level. They did not meet the criterion set as the program objective.

TABLE 15

Results of the Criterion Referenced English Syntax Test (CREST):

Number of Objectives Mastered, and Objectives Mastered per Month

(E.S.L. Title I Spanish-speaking students, Spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months of Treatment	Objectives Mastered Per Month
9	48	6.4	9.1	2.7	2.8	0.8
10	46	7.5	10.7	3.2	3.0	1.1
11	21	7.2	9.8	2.6	2.8	0.8
12	17	10.0	12.9	2.9	3.1	0.9
TOTAL	132	7.4	10.3	2.9	2.9	0.9

[a]Post-test minus pre-test.

- On the average, students mastered less than one objective per month of instruction. These results are very similar to those obtained during the fall semester.
- Students in each grade, except grade 10, mastered less than one objective per month during an average of 2.9 months of instruction.
- Grade 10 students were the only group achieving the criterion of one objective per month. These students were concentrated mostly at Levels II and III. (See Table 13).

TABLE 16

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level (E.S.L. Title I Spanish-speaking students, Spring)

	LEVEL I					LEVEL II					LEVEL III				
		Average Number of Objectives Mastered					Average Number of Objectives Mastered					Average Number of Objectives Mastered			
Grade	N	Pre	Post	Gain[a]	Gain Month	N	Pre	Post	Gain[a]	Gain Month	N	Pre	Post	Gain[a]	Gain Month
9	23	5.7	7.8	2.1	0.6	20	7.4	10.8	3.5	1.2	4	7.2	8.5	1.2	0.4
10	6	7.3	10.7	3.3	1.1	25	7.4	10.5	3.1	1.0	15	7.7	10.9	3.2	1.1
11	2	4.5	7.5	3.0	1.0	10	8.3	10.4	2.1	0.7	8	7.0	9.6	2.6	0.8
12	2	11.5	12.5	1.0	0.3	----------					15	9.9	13.0	3.1	1.0
TOTAL	33	6.3	8.6	2.3	0.7	55	7.5	10.6	3.1	1.0	42	8.3	11.2	2.9	0.9

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

.On the average, students gained less than one objective per month at each level except Level II.

.The following groups met the criterion of at least one objective mastered per month:

Level I - grades 10 and 11
Level II - grades 9 and 10
Level III - grades 10 and 12

TABLE 17

Student Performance on the Interamerican Series,

Prueba de Lectura

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Spanish-Reading Achievement by Grade

		Pre-Test		Post-Test				
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Difference Pre/Post	t	p
9	27	43.0	14.3	43.5	13.2	0.5	0.2	NS
10	33	53.6	15.6	51.5	13.0	-2.1	-1.1	NS
11	19	47.6	14.5	51.3	15.4	3.7	1.1	NS
12	12	68.9	13.0	65.9	13.8	-3.0	-1.3	NS
TOTAL	91	51.2	16.6	51.0	15.1	-0.2	-0.1	NS

- On the average, students showed declines in their performance on the Prueba de Lectura. The difference between pre- and post-test performance is not statistically significant and, therefore, could have occurred by chance.
- The results failed to meet the program objective of a statistically significant gain.

TABLE 18

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics by Grade and Language of Instruction, Fall Semester

Grade	Spanish N	Spanish Number Passing	Spanish Percent Passing	English N	English Number Passing	English Percent Passing	Total N	Total Percent Passing
9	49	32	65.3	5	0	0.0	54	59.3
10	42	27	64.3	10	7	70.0	52	65.4
11	18	10	55.6	10	7	70.0	28	60.7
12	12	10	83.3	6	5	83.3	18	83.3
TOTAL	112	75	67.0	31	19	61.3	152	61.8

- On the average, 61.8 percent of the students passed teacher-made examinations in mathematics in the fall.
- A higher proportion of students passed examinations in mathematics classes taught in Spanish (67 percent) than in English (61.3 percent).
- Grade 9 students who received instruction in English showed the lowest rate of passing; grade 12 students in both groups showed the highest rate of achievement (83.3 percent passing).

TABLE 19

Number and Percent of Students Passing

Teacher-Made Examinations in Mathematics by

Grade and Language of Instruction, Spring Semester

Grade	Spanish			English			Total	
	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
9	61	36	59.0	5	0	0.0	66	62.1
10	35	24	68.6	22	12	54.5	57	63.1
11	17	9	52.9	13	8	61.5	30	56.6
12	11	9	81.8	10	7	70.0	21	76.1
TOTAL	124	78	62.3	50	27	54.0	174	60.3

.On the average, 60.3 percent of the students passed teacher-made examinations in mathematics in the spring.

.A higher proportion of students passed examinations in mathematics classes taught in Spanish (62.3 percent) than in English (54 percent).

.Grade 9 students who received instruction in English showed the lowest rate of passing; grade 12 students who received instruction in Spanish showed the highest rate of achievement (81.8 percent passing).

TABLE 20

Number and Percent of Students Passing

Teacher-Made Examinations in Science by

Grade and Language of Instruction, Fall Semester

Grade	Spanish N	Spanish Number Passing	Spanish Percent Passing	English N	English Number Passing	English Percent Passing	Total N	Total Percent Passing
9	15	10	66.7	1	1	100.0	16	68.7
10	6	5	83.3	5	5	100.0	11	90.9
11	4	3	75.0	8	7	87.5	12	83.3
12	9	7	77.8	6	6	100.0	15	86.6
TOTAL	34	25	73.5	20	19	95.0	54	81.4

.On the average, 81.4 percent of the students passed teacher-made examinations in science in the fall.

.A higher proportion of students passed examinations in science classes taught in English (95 percent) than in Spanish (73.5 percent).

.Grade 9 students who received instruction in Spanish showed the lowest rate passing (66.7 percent); ninth, tenth, and twelfth graders who received instruction in English achieved passing rates of 100 percent.

.The number of students reported as taking science courses was small.

TABLE 21

Number and Percent of Students Passing

Teacher-Made Examinations in Science by

Grade and Language of Instruction, Spring Semester

Grade	Spanish N	Spanish Number Passing	Spanish Percent Passing	English N	English Number Passing	English Percent Passing	Total N	Total Percent Passing
9	27	14	51.9	3	2	66.7	30	53.3
10	4	2	50.0	8	6	75.0	12	66.6
11	3	3	100.0	7	5	71.4	10	80.0
12	4	2	50.0	12	8	66.7	16	62.5
TOTAL	38	21	55.2	30	21	67.7	68	61.7

- On the average, 61.7 percent of the students passed teacher-made examinations in science in the spring.
- A higher proportion of students passed examinations in science classes taught in English (67.7 percent) than in Spanish (55.2 percent).
- Grade 11 students who received instruction in Spanish showed the highest rate of passing (100 percent).

TABLE 22

Number and Percent of Students Passing

Teacher-Made Examinations in Social Studies by

Grade and Language of Instruction, Fall Semester

Grade	Spanish N	Spanish Number Passing	Spanish Percent Passing	English N	English Number Passing	English Percent Passing	Total N	Total Percent Passing
9	40	22	55.0	3	1	33.3	43	53.4
10	43	39	90.7	5	5	100.0	48	91.6
11	24	21	87.5	4	3	75.0	28	85.7
12	25	20	80.0	9	7	77.8	34	79.4
TOTAL	132	102	77.2	21	16	76.1	153	77.1

- On the average, 77.1 percent of the students passed teacher-made examinations in social studies in the fall.
- There was little difference between the Spanish and English performance on tests: 77.2 percent passed the courses taught in Spanish and 76.1 percent passed courses taught in English.
- Grade 9 students who received instruction in English showed the lowest rate of passing (33 percent); five tenth-grade students in English social studies courses achieved a 100 percent passing rate.

TABLE 23

Number and Percent of Students Passing

Teacher-Made Examinations in Social Studies by

Grade and Language of Instruction, Spring Semester

Grade	Spanish N	Spanish Number Passing	Spanish Percent Passing	English N	English Number Passing	English Percent Passing	Total N	Total Percent Passing
9	58	43	74.1	4	0	0.0	62	69.3
10	46	34	73.9	5	4	80.0	51	74.5
11	26	18	69.2	11	7	63.6	37	67.5
12	20	12	60.0	10	7	70.0	30	63.3
TOTAL	150	107	71.3	30	18	60.0	180	69.4

.On the average, 69.4 percent of the students passed teacher-made social studies examinations in the spring.

.Seventy-one percent of the students who received instruction in Spanish passed, as opposed to 60 percent receiving instruction in English.

.Grade 9 students who received instruction in English showed the lowest rate of passing; the highest passing rate (80 percent) was achieved by grade 10 students who received instruction in English.

TABLE 24

Number and Percent of Students Passing

Teacher-Made Examinations in Spanish

Language Courses, by Grade

Grade	FALL 1981 N	FALL 1981 Number Passing	FALL 1981 Percent Passing	SPRING 1982 N	SPRING 1982 Number Passing	SPRING 1982 Percent Passing	Total N	Total Percent Passing
9	37	29	78.4	56	31	55.4	93	66.6
10	44	38	86.4	47	35	74.5	91	80.2
11	26	25	96.2	25	14	56.0	51	76.4
12	13	11	84.6	11	8	72.7	24	79.1
TOTAL	120	103	85.8	139	88	63.3	259	73.7

.Of the students who took Spanish-language examinations, nearly 86 percent of the students passed in the fall; 63.3 percent passed in the spring.

.Grade 11 students in the fall showed the highest passing rate (96.2 percent).

.Grade 9 students who took the examinations in the spring showed the lowest passing rate (55.4 percent).

TABLE 25

Difference Between Attendance Percentage of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 61.3

Grade	N	Mean Percentage	Standard Deviation
9	74	81.2	17.4
10	63	89.9	10.3
11	47	91.4	9.4
12	43	92.5	5.8
TOTAL	227	87.4	14.2

.Program students have an average of 87.4 percent attendance. This rate surpasses that of the school as a whole by 26.1 percentage points.

.There is an incremental relation between grade and attendance: the higher the grade, the higher the attendance rate.

SUMMARY OF FINDINGS

English as a Second Language

Overall, students mastered one objective per month of instruction in the fall as measured by the CREST. This equalled the program's objective for achievement in this area. The results indicate that grade 9 students achieved the lowest gains and grade 10 students the highest. In the spring, students mastered 0.9 objectives per month, which fell slightly short of the program's criterion for mastery in E.S.L. Again, tenth graders made the largest gains, while students in the other grades achieved similar gains of 0.8 to 0.9 objectives per month.

Spanish

On the average, students showed declines in their performance on the Prueba de Lectura. The results failed to meet the program objective of a statistically significant gain. Declining pre-post scores suggest, however, that these data may not reflect actual student achievement (see Recommendations). Of 259 students who took teacher-made examinations in Spanish, 74 percent achieved a passing rate during the school year.

Content-Area Subjects

On the average, of those students who took teacher-made examinations in mathematics, 61 percent achieved a passing rate. The passing rate was approximately 6 percentage points higher in courses taught in Spanish.

On the average, of those students who took teacher-made final examinations in science, 70 percent achieved a passing rate. The passing rate was much higher in courses taught in English, particularly in the fall semester.

On the average, of those students who took teacher-made final examinations in social studies, 73 percent achieved a passing rate. The passing rate was slightly higher in courses taught in Spanish.

Attendance

On the average, students had an attendance rate of 87.4 percent. This percentage surpassed that of the school by 26.1 percentage points.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

During its second year the project has made considerable progress towards meeting its long range goals. It is an integral part of the school and is respected by teachers from other departments. Students have improved their English language skills through both their English and content area classes. Teachers have adapted content area curricula and the project has developed the O.L.A. curriculum.

The project helps students feel better about themselves by serving as a buffer against possible culture shock: the faculty provide orientation towards the school, the counselors provide academic and career counseling, and the family assistant promotes parental cooperation when problems arise. The project also provides cultural activities that enhance student self concept and extracurricular activities that provide students with knowlege about college and career choices. As a result, attendance for program students is much higher than schoolwide attendance.

RECOMMENDATIONS

On the basis of several site visits, classroom observations, and interviews with project personnel, the evaluation team recommends that consideration be given to changes in the following areas: organization and personnel, student placement, instructional offerings, parental involvement, and the affective domain.

Organization and Personnel

The organization of the project within the school places the content-area teachers under the assistant principals for their subject, and project teachers

do not meet together as a group. This makes it difficult for them to communicate among themselves and coordinate services to program students. One approach to the issue would be to organize all teachers in the program into one department, as some other schools have done. Another possibility would be for the project director and the school administration to meet and try to facilitate a more flexible approach to conference planning, to allow teachers involved in the project to meet as a group on occasion or as the need arises.

Instructional Offerings

The range of course offerings should be evaluated. While E.S.L., Spanish, and social studies courses are varied, offerings in science and mathematics are still limited. In addition, E.S.L. offerings of two periods a day may not be sufficient for students who arrive with the equivalent of a tenth-grade education and do not have time to complete the entire E.S.L. sequence.

Parental Involvement

It is recommended that parents be encouraged to participate in future Career Day conferences. Parents should also be encouraged to participate in the publication of the Impacto bilingüe bulletin.

Affective Domain

It is recommended that instructional materials be reviewed for suitability in terms of helping students feel better about themselves. Materials used in Spanish classes should be carefully scrutinized, since they were designed for use in foreign-language, not native-language classes.

Student hesitation about participation in groups might also be dissipated by seeking means to encourage those students who now seem reluctant to exercise their leadership abilities to participate in the Pan American Club.

VIII. APPENDICES

Staff Characteristics: Title VII Professional and Paraprofessional Staffs

Function(s)	Percent Of Time Spent In Each Function	Date Appt'D To Each Function	Education (Degrees)	Certification	Licence(s) Held	Year of Experience (Monolingual)	Years of Experience (Bilingual)	Years of Experience (E.S.L.)
Director	1.0	10/80	B.A. Spanish M.A. E.S.L., M.S. P.D. Ed. Admin.	N.Y.C./ N.Y.S.	Spanish D.H.S. E.S.L. D.H.S.	0	13	9
Assistant Director	1.0	10/80	B.A. Spanish M.A.T. Spanish P.D. Ed. Admin.	N.Y.C./ N.Y.S.	Spanish D.H.S. E.S.L. D.H.S. Ancill. BL DH Soc. St.	0	11	8
Secretary	1.0	10/80	Secretarial H.S.	N.Y.C.	TPD Sec. BL	3	2	0
Paraprofessional	1.0	12/81	H.S. Diploma	N.Y.C.	None	0	3	0
Paraprofessional	1.0	10/80	H.S. Diploma	N.Y.C.	None	2	5	0
Paraprofessional	1.0	10/80	H.S. Diploma	N.Y.C.	None	1	2	0

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Non Title VII Staff Characteristics

Function(s)	Percent Of Time Spent In Each Function	Date Appt'd To Each Function	Education (Degrees)	Certification	Licence(s) Held	Years of Experience (Monolingual)	Years of Experience (Bilingual)	Years of Experience (E.S.L.)
E.S.L. Teacher	100	10/81	B.A. Spanish M.A. Spanish	N.Y.C. N.Y.S.	Spanish High School French High School	16	2	2-1/2
E.S.L. Teacher	100	9/82	M.A. Education	N.Y.C.	Spanish High School	12-1/2	5	1-1/2
Bilingual Reading Teacher	20	9/59	B.A. French	N.Y.C., N.Y.S.	French High School	28	5	0
Spanish Teacher	100	9/63	B.S. General Science M.A. Education/Cours	N.Y.S.	Spanish High School Bil. Soc. Studies H.S.	-	18	-
Spanish Teacher	100	9/80	B.A. Spanish	N.Y.C.	Spanish High School	1	1	0
Assistant Principal Foreign Language Science Teacher E.S.L. Teacher	57 29 14	2/58	B.S. Education M.A. Education	N.Y.C. N.Y.S.	A.P. Supervision Languages		29	29

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Non Title VII Staff Characteristics (continued)

Function(s)	Percent Of Time Spent In Each Function	Date Appt'D To Each Function	Education (Degrees)	Certification	Licence(s) Held	Years of Experience (Monolingual)	Years of Experience (Bilingual)	Years Experi (E.S.
Bilingual Social Studies Teacher	60	9/72	B.A. Liberal Arts M.A. Education	N.Y.C. N.Y.S.	Social Studies H.S. Bilingual Spanish H.S	7	5	-
Bilingual Social Studies Teacher	40	9/80	B.A. M.A. Education	N.Y.C.	Bilingual Social Studies High School Spanish High School	1	6	5
Bilingual Math Teacher	100	9/81	B.A. Humanities B.S. Bilingual Ed.	N.Y.C.	Spanish High School	16	2	-1
Bilingual Reading & Spanish Teacher	100	2/81	B.A. M.A. Spanish	N.Y.C.	Spanish High School	10	7-1/2	-
Bilingual Reading & Spanish Teacher	100	3/82	B.A. Spanish	N.Y.C.	Spanish High School	1	1	0
Bilingual Guidance Counselor	100	11/75	B.A., M.A. Gudiance	N.Y.S.	Spanish High School Guidance High School		10	
Bilingual Guidance Counselor	100	2/58	B.A., M.A., M.S.	N.Y.C. N.Y.S.	Spanish High School Gudiance and Admin. High School		22	

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